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ABSTRACT

The Latino Eligibility Task Force of the University of California, Berkeley, studied the obstacles confronting Latino students with regard to participation in the University, and sought ways to increase the enrollment of Latino students. Findings were based on a survey of 1,386 California high school students, evaluation of their transcripts, a telephone recontact survey, and a survey of university climate and postgraduate plans completed by more than 300 college seniors. Information developed through these surveys shows that Latino students often come from lower socioeconomic strata, and that, despite the value Latinos place on higher education, relatively few Latino students attend the University of California. Less than 4% of Latino high school graduates in 1990 were fully eligible for admission to the university, as compared to an overall eligibility of 12.3%. Although a downward trend is developing regarding Latino participation in the University of California, Latino retention and graduation rates vary little from the university system's averages. Research findings also suggest that the eligibility of Latino students could be increased greatly by eliminating the use of Scholastic Assessment Test scores as admission requirements. Short-term and long-term recommendations are made to increase the enrollment of Latino students in the University. These include a core of outreach and information dissemination programs. Appendixes contain enrollment figures, a list of related publications, and references. (Contains 8 figures and 12 references.) (SLD)

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Latino Student Eligibility and Participation in the University of California YA BASTA!

Report Number Five of the
Latino Eligibility Task Force

July 1997

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Latino Eligibility Task Force

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Latino Student Eligibility and Participation in the University of California

YA BASTA!

Report Number Five of the
Latino Eligibility Task Force

July 1997

University of California
Latino Eligibility Task Force
Chicano/Latino Policy Project
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Executive Summary

The successful completion of a University of California education is not common for members of Latino families, even as increasing numbers of Latino students populate our state's public and private schools—1,200,000 in 1985, 2,300,000 in 1995, and projected to reach 3,100,000 by 2010. Less than 4 percent of Latino high school graduates in 1990 were fully eligible for admission to the university compared to an overall average of 12.3 percent.

The Latino Eligibility Task Force—established by then-President Gardner in 1992 and continued by Presidents Peltason and Atkinson—consists of faculty and administrators from each UC campus assisted by several units within the Office of the President. In 1995, the University of California Regents reaffirmed in Resolution SP-1 the university's long-term commitment to attract, enroll, and graduate a student body as diverse as the population of California. The Task Force was further charged to recommend means to achieve full diversity within the context of SP-1.

The Task Force has edited three volumes of current research, a series of working papers, and five reports to the Regents. It undertook a comprehensive Anchor study, to fill research gaps. Members of the Task Force also visited each UC campus in 1992-93 and again in 1994-95, learning first-hand from well attended forums for students, faculty, and staff the obstacles faced by Latinos on their path to college matriculation.

The statewide context that frames Latino student UC eligibility and participation has been studied and the facts have become increasingly clear to the Task Force:

- Latino students and families place great value in higher education.
- Latino families are cohesive in spite of extreme poverty and growing urbanization.
- Latino families are traditional but allow women to pursue higher education.
- Latino students represent a large and growing population in this state.
- Latino college students come from lower socioeconomic strata.
- Latino college students come predominantly from public high schools.
- Few Latino community college students transfer to the University of California.
- Latino retention and graduation rates vary little from the UC average.
- A downward trend is developing regarding Latino student participation in UC.
- A corps of UC outreach programs substantially increase UC eligibility for Latino and other underrepresented student participants.
- UC eligibility of Latino students can be greatly increased by eliminating the SAT.

Immediate and Short-term Recommendations

1. Without reducing admissions standards, immediately change specific University of California policies and practices that may negatively affect Latino student eligibility, application, admissions, and enrollment.
   - Eliminate the SAT in determining eligibility.
   - Encourage campuses to create admissions alternatives.
   - Expand admissions opportunities for community college transfers.
2. Expand the flow of relevant information in Spanish and English to Latino high school personnel, parents, and students.

Intermediate and Long-term Recommendations

1. Coordinate universitywide and campus outreach plans with those of the K-12 schools, community colleges, and local organizations and businesses in order to better prepare and recruit promising disadvantaged students for higher education.
2. Offer new resources to University of California programs and research units to establish or expand research on enhancing Latino participation, especially by focusing on improving K-12 teaching and curriculum directed at Latino students.
3. Proceed to develop programs for the 10th University of California campus in Merced.
   - Promote links with community colleges, given the high proportion of Latino community college students in the Central Valley, and seek out linkages with other higher education segments and with K-12.
   - Create academic and professional emphases which will promote Latino student participation.
   - Develop off-site instructional opportunities in Fresno and other heavily populated areas within the Central Valley.
4. Maximize the legacy of this Task Force.
   - Sponsor a set of regionally based intersegmental institutes on improving Latino eligibility.
   - Monitor participation of Latino and other underrepresented groups in the UC.
   - Fund longitudinal studies of Latino K-12 students.

Introduction

The high family aspirations have been washed away by the cold-water reality of bad schools, cultural and social class discrimination, and a great, but unwelcoming university.

As Latino students and faculty share with other Latinos in California anecdotes or stories of their struggle to participate in higher education, heads begin to nod suggesting, "that happened to me or my family members." It is far too common a reaction. *Como agua para chocolate*—like water for chocolate, they just didn't seem to measure up to the real thing. The high family aspirations have been washed away by the cold-water reality of bad schools, cultural and social class discrimination, and a great, but unwelcoming university. We have a devastating disjuncture and California Latinos are concluding: "Enough is Enough." This might best frame the theme of this last report of this Task Force: ***THINGS CANNOT REMAIN THE WAY THEY ARE. YA BASTA!!!!***

At the core of addressing the-way-it-can-be for Latinos in the University of California from the-way-it-is are several presuppositions:

- Access to formal education continues to hold the promise of enhanced physical, economic, social and cultural well being.
- To honor diversity is to appreciate the social complexity in which we live—it also fosters a sense of individual integrity and respect for the context in which individuals have developed.
- To unify with others in this nation is absolutely necessary, but to insist upon it without embracing diversity is to destroy that which will allow that unity—individual and collective dignity.

Background

For Latino families, successful completion of a University of California education is not common even as increasing numbers of Latinos (Figure 1) and Latino students (Figure 2) populate our state's public and private schools—1,200,000 in 1985, 2,300,000 in 1995 and projected to reach 3,100,000 by 2005. ("Latino" in this report refers to individuals whose families originated recently or historically in Mexico, the Caribbean, Central and South America.) Less than 4 percent of Latino high school graduates are fully eligible for admission to the university compared to an overall average of 12.3 percent (Figure 3). This profound underrepresentation distinctly threatens the economic and social fabric of our state and nation because the Latino population is growing so rapidly.

The college years represent one of society's last opportunities to prepare the next generation of citizens— those who will lead its institutions and shape future generations.

In the last decade there has been a continued concern over the low participation of Latino and other underrepresented students in higher education (California Postsecondary Education Commission, 1986, 1991; *Making The Future Different: Report to the Task Force on Black Student Eligibility*, 1991; Science, 1992; L. Scott Miller, *An American Imperative: Accelerating Minority Educational Achievement*, 1995). These studies document that not only are fewer of these students eligible to attend college, but few of the eligible high school graduates actually enroll. There is consensus among a diverse group of analysts that it is in everyone's best interest to correct the underrepresentation as soon as possible. The college years represent one of society's last opportunities to prepare the next generation of citizens—those who will lead its institutions and shape future generations. In a state where the Latino population continues to grow rapidly, the urgent need to address underrepresentation is particularly significant.

The Latino Eligibility Task Force—created by President David P. Gardner on August 25, 1992, and continued by President Jack Peltason and more recently President Richard Atkinson—consists of faculty and administrative staff from each campus of the University of California assisted by several units within the Office of the President. The Task Force has its roots in its predecessor, the Task Force on Black Student Eligibility and was commissioned to carry out three specific charges:

- To develop a clear understanding of the issues associated with the low rate of Latino eligibility through the assessment of existing research and programs inside and outside the university;

... the university's success in accomplishing this broader mission depends to a large extent on meeting the needs of student cohorts who are becoming exceedingly diverse.

- To expand our understanding of the issues through acquisition of new knowledge; and
- To recommend policies, programs, and other actions designed to improve future eligibility.

The fundamental mission of the university is to conduct research and transmit knowledge and related services to California students and citizens. The university in turn relies on colleagues in the K-12 schools and community colleges to send it a prepared student body (California Master Plan for Higher Education, 1959). However, it was former UC President Clark Kerr who called in 1963 for "the modern university to look outward and to reality,"[1] while A. Bartlet Giamatti, past president of Yale University, warned that universities could not choose to be sanctuaries from society, but must become tributaries to it (1987),[2] and more recently, Henry Cisneros, then-secretary of the U.S. Department of Urban and Housing Development, concluded that universities have become so integral to our society that "they cannot afford to become islands of influence, self-importance and horticultural beauty in seas of squalor, violence and despair."[3]

But the university's success in accomplishing this broader mission depends to a large extent on meeting the needs of student cohorts who are becoming exceedingly diverse. Latinos and other underrepresented students must struggle to overcome numerous obstacles and their collegiate experiences are much less satisfactory than those of members of fully represented student groups. For Latinos and other underrepresented groups, the facts are very clear in this regard:

- Their education does not prepare them as well as fully represented groups;
- Their knowledge about transferring from community colleges to four-year institutions is more limited;
- They have less first-hand knowledge about what careers are available to them;
- The language, norms, and values of their communities are often dramatically different from those at the university; and

[1] Kerr, C. (1963) *The Uses of the University*. Cambridge, MA.: Harvard University Press.

[2] Giamatti, A.B. (1981) *The University and the Public Interest*. NY: Atheneum Press.

[3] Cisneros, H. (1995) *The University and the Urban Challenge*. Rockville, MD: Aspen Systems Corporation.

- Discriminatory treatment because of their ethnic/racial, class, and gender status is an added burden in constructing their identities and achieving their academic and life goals.

The Latino Eligibility Task Force considered these factors in assessing the efforts of the university to serve a larger number of Latino students. Additionally, the University of California Regents in 1995 reaffirmed in Resolution SP-1 the university's long-term commitment to attract, enroll, and graduate a student body as diverse as the population of California. The Latino Eligibility Task Force thus was further charged to recommend means to achieve full diversity within the guidelines of SP-1. In particular, the Task Force examined the aspirations of the students, their families, and communities, as well as analyzing current university activities, and the ways in which the university can best organize its human, intellectual, and physical resources to meet the needs of the Latino community.

What The Task Force Has Learned

The analyses show that the students who graduate in these schools are very resilient, having overcome numerous social, environmental, and economic obstacles to graduate from high school (most of these school districts have very high drop-out rates).

The Task Force began by systematically reviewing the scholarly research on minority student K-12 achievement, and their eligibility and participation in higher education. As part of these activities, the Task Force published its first working paper, a 60 page bibliography. This review of the literature indicated gaps which were addressed by a three-pronged research strategy.

1. The Task Force organized a research symposium in 1993 and published the papers presented there as its first monograph.
2. Augmentation/action studies were commissioned, the first set of which has now been published as the Task Force's second monograph. The second set of action studies has been completed and when published will become the third monograph.
3. An extensive and unprecedented study of Latino high school graduates was undertaken to develop a unique data base to "anchor" further Task Force and general scholarly investigation of the issues.

This research undertaking, named the "Anchor" study, was designed and overseen by the Task Force itself. It is based on a comprehensive set of school and student data utilizing ten high schools that graduate the most number of Latino students, weighted by geographical distribution to insure rural/urban representation. These schools are located in Los Angeles, the Central Valley, San Jose, and the Central Coast. In each school, a 20 percent sample of 1994 and 1995 seniors was selected, producing a total of 1,386 student participants in the study.

Although the majority of students in these high schools are Latinos, there are also a number of Asian, African American, and white students included in the study. The main focus of the comprehensive student questionnaire, which sought to fill research gaps identified previously, was to distinguish among achievement motivation, perceived academic support from high school personnel and family, and instrumental knowledge of UC eligibility requirements.

The analyses show that the students who graduate in these schools are very resilient, having overcome numerous social, environmental, and economic obstacles to graduate from high school (most of these school districts have very high drop-out rates). These students also have high achievement motivation and come from families that are supportive of educational achievement. Yet few enroll in the University of California or other postsecondary institutions.

The second part of the Anchor study comprised an evaluation of these students' transcripts to learn directly how many students were eligible for the University of California and what were their characteristics. Course-taking patterns that contribute to eligibility will also be analyzed.

The third part of the study was a telephone recontact survey (of the original 1,386 respondents), conducted in 1996. The surveyors were able to contact 890 of these students to learn their current educational status and to assess the factors that contributed to their decisions. The data allow for documentation of these students' educational decisions after graduation, a type of study not conducted before.

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The final portion of the Anchor study developed from a survey of university campus climate and post-graduate plans. More than 300 UCSC Latino and other seniors (1994 and 1995) were questioned about factors contributing to their persistence. These data were augmented by interviews with 16 focus groups who discussed campus climate, perceptions of curriculum diversity, relationships with faculty, and housing conditions.

The Task Force has produced two edited volumes of the most important research on the Latino educational condition. A third volume is in press. They are *The Educational Achievement Of Latinos: Barriers And Successes*, 1994, *Strategic Interventions in Education: Expanding the Latina/Latino Pipeline*, 1996, and *Latino Academic Achievement*, 1997. A fourth volume, *Students' Pathways To Higher Education: Results From the Anchor Study*, will be published within the next year. Four working papers (in addition to the bibliography) and four reports to the Regents, in English and Spanish, have been published as well.

However, the Task Force's understanding of the factors affecting Latino students was not based solely on these research explorations. Task force representatives visited each UC campus in 1992-93 and again in 1994-95. They learned first-hand from well attended forums for students, faculty, and staff the obstacles faced by Latinos in the path to college matriculation.

Facts

The Task Force found in its visits and elsewhere that too often a phenomenon is understood on either naive or imperfect grounds, leading to a type of popular wisdom that often reaches mythic proportions. Popular misunderstanding of Latino student eligibility and participation is a case in point. To correct this tendency, the Task Force now presents a set of facts about Latino students, utilizing current research data that has focused its own work and practice.

Latino students and families place great value in higher education.
Latino parents express great interest in education. For example, in the 1997 survey by the California Higher Education Policy Center, 65 percent of Latino respondents agreed that *"there are many people who are qualified to go to college but don't have the opportunity."* Just 50 percent of non-Latino respondents responded affirmatively to this item.

Latino families are cohesive in spite of extreme poverty and growing urbanization.
Compared to other groups, Latino families, as a whole, are significantly larger but have lower divorce rates. Compared to non-Latinos, Latino males have higher rates of employment, and substantial numbers of Latinos reside in both rural and urban areas. However, cohesive Latino family structures and strong work ethics are not translating into educational attainment for their children, as parents have a right to expect. Nor are these "conventional" families able to avert poverty. Most Latino students come from families who are part of the working poor.[4]

Latino families are traditional but allow women to pursue higher education.
Latino families have very strong values that sometimes discourage ***any*** of their young adult members from living far from them. However, these families simultaneously express a strong commitment to education and the opportunities that it can provide. In the last four years, more Latinas than Latinos have made application to and been admitted to the University of California. In 1996, nearly 60 percent of Latino applicants were female, about the same percentage as participates in the Early Academic Outreach Program.[5]

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[4] See LEFT Report Number One, p.31, Fig. 19 and 20.

[5] E-mail from J. Smail, UCOP Student Academic Services, May, 1997

Latino students represent a large and growing population in this state.

The current cohort of UC Latino students represents a fraction of a burgeoning Latino population that in 1990 constituted 7,700,000 (or 26 percent) of California residents, and by 2010 is projected to reach 15,400,000 (or 36 percent) of California residents (Figure 1). By 2005, Latino youth are projected to represent 50 percent of the California public K-12 enrollment and 37 percent of public high school graduates—nearly the same proportion as white high school graduates.[6]

Despite this unprecedented growth, Latino eligibility for the University of California has remained consistently low, hovering between 3 and 4 percent of high school graduates over the past decade, compared to the Master Plan standard of 12.5 percent. While it is difficult to predict future enrollments, the Task Force had earlier projected that it would take 43 years for Latino students to reach 12.5 percent eligibility, if the current, minuscule rate of eligibility growth were to persist. However, even this laggard pace could not be sustained if the current decline in UC Latino enrollments were to become a trend (Figure 4). The viability of the University of California as it now stands is threatened by this substantive shortfall in a needed college-going pool of Latino students.

The viability of the University of California as it now stands is threatened by this substantive shortfall in a needed college-going pool of Latino students.

Latino college students come from lower socioeconomic strata.

The socioeconomic status of Latino students who apply to and enroll in the University of California is representative of the state's Latino families. Six of 10 *Latino households* in California earn less than $35,000, one in four makes less than $15,000[7] annual income, the federal poverty threshold. Among the families of *Latino high school graduates* surveyed in the Anchor Study 65 percent of Mexican-descent and 72 percent of other Latino students earned less than $25,000 annually.[8] Families of *UC Latino students* average less annual income than the families of other ethnic groups and barely half of the mean for the families of white students.[9] Latino students readily qualify for and are highly dependent on financial assistance.

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[6] California Department of Finance, Demographic Research Unit, 1996 series.

[7] US Census, 1990, Lookup Database: C90STF3C1

[8] Anchor Study unpublished data per A Hurtado, 1997.

[9] UCOP Student Academic Services, 1996 Admissions File.

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Statewide, only 1 in 100 Latino 10th graders later enrolls as a freshman at UC.

Latino college students come predominantly from public high schools.
A small portion of Latino students comes to the University of California after attending private, mostly Catholic, high schools; more than 80 percent were previously enrolled in public schools.[10] However, there is a wide disparity among California public high schools in the proportion of their Latino graduates who attend institutions of higher education. A small number of high schools send many while the vast majority send almost none.

Statewide, only 1 in 100 Latino 10th graders later enrolls as a freshman at UC.[11] In the Anchor Study of the top 10 high schools that graduate the most number of Latinos in California, 93 percent of the Latino students who fully met UC eligibility requirements went on to four-year colleges, but only 45 percent of them enrolled in the University of California.[12]

Latinos are pursuing higher education but the community college pipeline to UC is failing them

Noting differences between female and male students in their attendance of out-of-state colleges is important for developing more effective recruitment strategies. Only 4 percent of Latino graduates in the Anchor Study enrolled outside the state.[13] But within this proportion, women were one-third less likely to leave the state for college than men, suggesting that geographic proximity may be more important to women and their families. Additionally, women were five times more likely to attend private colleges in California then were men, so the characteristics of those schools that attract women need to be better understood by UC recruiters.

Few Latino community college students transfer to the University of California.
In each of the last four years, over 180,000 Latino community college students in California completed courses eligible for transfer credit to the University of California. The Anchor Study found that 45 percent of the Latino high school graduates sampled who went on to college, enrolled in California Community Colleges. Latinos are pursuing higher education but the community college pipeline to UC is failing them: only 1,336 Latino students transferred to UC from community colleges in 1994, only 1,160 are projected to enroll in fall 1997, if historical application-to-enrollment ratios continue (Figure 5). And equally telling, UC applications from Latino transfer students have dropped by 22 percent since 1994.

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[10] UCOP Student Academic Services, 1997.

[11] UCOP Student Academic Services; S. Geiser, 1996.

[12] Anchor Study Recontact Survey per A. Hurtado, 1997.

[13] Ibid.

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Latino retention and graduation rates vary little from the University of California average.

Retention rates after two years for UC Latino students are not substantially different from those for white students (Figure 6). Significantly fewer Latinos graduate after four years than whites, but overall graduation rates after six years are more equivalent. Latino students, on average, require an additional year to graduate (Figure 7).

A downward trend is developing regarding Latino student participation in the University of California.

The number of Latino applicants has not kept pace with growing Latino K-12 enrollments and the rapidly increasing number of Latino high school graduates. Just 9 percent of Latino high school graduates applied to UC in 1994-95 compared to 10 percent in 1989-90. While Latino student applications declined, overall applications to UC increased by 6 percent.[14] Furthermore, the proportion of Latinos admitted to UC declined steadily in each of the last two years. In fall 1996, Latino freshman enrollments dropped by 7 percent compared to fall 1995, while overall freshman enrollments were up 4 percent. Berkeley, San Diego, and especially Santa Barbara enrolled more Latino freshmen, but all the other campuses enrolled fewer. For fall 1998, UCLA has predicted a 50 to 70 percent drop in enrollments of Latino and other underrepresented students, if selection were to include no weighting for race or ethnicity. UC Berkeley has developed similar projections (Figure 4).

Unmistakable evidence shows that a corps of UC outreach programs increase the academic achievement, UC eligibility and participation of Latino students—we know what works.

These programs target underrepresented students in disadvantaged schools. They place a premium on high expectations, build on the linguistic and cultural background of students, utilize UC students or community based mentors, depend on teacher and school partnerships, and expose students to challenging curriculum. Throughout, they provide instrumental knowledge and assistance to educational

...the proportion of Latinos admitted to UC declined steadily in each of the last two years.

Unmistakable evidence shows that a corps of UC outreach programs increase the academic achievement, UC eligibility and participation of Latino students.

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[14] UC Central Application Processing Report, January, 1997.

personnel, students and parents regarding the logistics of applying to, obtaining admissions in, and preparing for success at colleges and universities.

UC eligibility of Latino students can be greatly increased by eliminating the SAT. According to a simulation of eligibility relying only on Grade Point Average (GPA) requirements, without aptitude test scores, the proportion of Latino high school graduates achieving eligibility would rise by 59 percent (from 3.9 to 6.2 percent) (Figure 8). Overall eligibility would also rise, but not as steeply, to 16.9 percent which is above the current master plan limit of 12.5 percent. However, the startling increase for Latinos illustrates the magnitude of the negative impact of the SAT on Latino student eligibility.

Recommendations

TAKEN TOGETHER, THE FACTS AND FINDINGS PRESENTED IN THIS AND earlier Task Force reports display the overall context in which far too many Latino students find themselves academically underprepared to achieve university eligibility. The issues surrounding eligibility are complex, and substantive solutions will require both short- and longer-term analyses, findings, and recommendations, as well as institutional resolve and responsiveness.

Whatever the particular solutions, the fundamental strategy must be to greatly expand academic development programs and outreach. In turn, Latino students must take full advantage of enlarged programs and prepare themselves to study overtime in order to make up the deficits generated by resource-poor families, communities, and schools. The intermediate and long-term recommendations below reflect this reality.

Permeating the facts and findings, though, is the implicit, but imperative call for UC action at once to improve the representation of Latino students. Therefore, the first set of recommendations, labeled as immediate and short-term, addresses the urgent need to intercede with substantive and robust policy reconfigurations regarding the University of California itself.

Permeating the facts and findings, though, is the implicit, but imperative call for UC action at once to improve the representation of Latino students.

Immediate and Short-term Recommendations

1. Without reducing admissions standards, immediately change specific University of California policies and practices that may negatively affect Latino student eligibility, application, admissions, and enrollment.

A. ***Eliminate the SAT in determining eligibility.***

In 1926, the College Board introduced a new college entrance test to its repertoire of subject area exams, the Scholastic Aptitude Test (SAT). It did so to meet the mission of ensuring fairness in higher education admissions decisions. Numerous studies have questioned the SAT's ability to predict college success for minority students and therefore to achieve this important SAT mission. Equally pressing concerns are the data associations between low test scores and low levels of parental education and income.[15] The SAT seems to have been a barrier for eligibility and participation in the University of California for Latinos, women, and other disadvantaged students, since it was incorporated into UC admissions requirements in 1968.[16] Eliminating the SAT requirement

[15] See, for example, L. Scott Miller, *An American Imperative: Accelerating Minority Educational Advancement*, Yale University Press, 1995, Ch. 5-6 and p. 156 particularly.

[16] John A. Douglas, *Setting the Conditions of Undergraduate Admissions: The Role of University of California Faculty in Policy and Process*. Report of the Task Force on Governance, UC Academic Senate, February, 1997.

Eliminating the SAT requirement would greatly expand Latino student eligibility without compromising the integrity of UC's ability to select those students who are most likely to succeed in its programs.

would greatly expand Latino student eligibility without compromising the integrity of UC's ability to select those students who are most likely to succeed in its programs. The best predictor for all students' success in higher education is their GPA in "a-f-like" rigorous courses, not a score on a standardized test.

Other indicators of high school performance such as the Golden Gate exam and related California educational reform instruments should be considered as replacements for the SAT. These student assessments would be aligned with California school reform efforts which include subject matter standards, curriculum frameworks and school accountability procedures coupled with related efforts regarding the preparation of professional educators able to teach to high standards. The Task Force specifically recommends the creation of a faculty committee with expertise in student assessment that would report to the Board of Admissions and Relations with Schools (BOARS) on the feasibility of eliminating the SAT and replacing it with alternatives which meet the need for the UC to utilize reliable, valid, and fair assessments for determining eligibility within the next academic year.

B. ***Encourage campuses to create admissions alternatives.***

Especially needed are initiatives which stimulate local institutions to work with UC campuses in achieving broader representation of Latino students. Successful programs would address the contextual complexities of regional and state education communities that are not presently producing sufficient UC student participation. The Task Force specifically recommends the development and expansion of programs at each campus with attributes such as those in UC Riverside's Guaranteed Admissions Program which focuses on high schools aiming to produce more UCR applicants within the guidelines for UC eligibility, and UC Santa Cruz's Karl S. Pister leadership opportunity scholarships awarded annually by the chancellor to 13 community college transfer students, from the nominations of the 13 participating community college presidents in the region.

C. ***Expand admissions opportunities for community college transfers.***

Latino community college transfer students, for the most part, are affected by many of the same economic and social constraints as their high school peers. However, applications from transfer students are often not processed by the university until after freshman applications. Final offers of admissions, financial aid, and housing are not announced until late spring or early summer. Freshman

and transfer admissions timetables should be synchronized. The current lag—along with inadequate outreach, information, advice, and orientation specific to transfer students—may account for much of the extremely low application and enrollment rates.

Allowing community college students to apply in their freshman year for provisional junior year admission would likely increase application rates considerably. This type of early admissions program would allow participating students to be identified and counseled about educational opportunities at the University of California. The Task Force specifically recommends an increased allocation for those campus transfer centers determined to increase underrepresented student participation and funding to those campuses wishing to experiment with guaranteed transfer agreements.

Allowing community college students to apply in their freshman year for provisional junior year admission would likely increase application rates considerably.

2. Expand flow of relevant information in Spanish and English to Latino students and parents, and school personnel.

The parents of Latino students in California are predominantly first-generation immigrant Spanish speakers, with limited personal experience related to college preparation. Successful recruitment strategies require effective communication with these parents and prospective students. Researchers uniformly report that Latino parents and students perceive education in general and higher education in particular as the means to social and economic success. However, to fulfill these high aspirations, Latino families must receive information that directly addresses issues important to them, and they need encouragement from responsive teachers, counselors, and university officials.

A multi-media Spanish and English campaign targeted at Latinos to encourage UC application should be developed. Once in place, campuses could directly communicate with the applicants and their families about available financial support, campus safety and housing, curricular offerings, extra-curricular activities, and employment opportunities. Public Service Announcements could refer students and parents to a telephone hotline that would provide information such as necessary high school classes to complete, the amount of money available for financial aid, campus housing and safety facts, etc. Such combinations of institutional responsiveness and instrumental assistance would positively affect participation rates of Latino students. The Task Force recommends that the Office of the President create a fund of at least $500,000 to encourage the development of effective campus-developed materials.

A multi-media Spanish and English campaign targeted at Latinos to encourage UC application should be developed.

Each of the campuses should be allocated funds to hire undergraduate students as part of an Outreach Corps whereby the students will serve as interns working with present outreach programs.

Intermediate and Long-term Recommendations

1. Coordinate universitywide and campus outreach plans with those of the K-12 schools, community colleges, and local organizations and businesses in order to better prepare and recruit promising disadvantaged students for higher education.

Each of the campuses should be allocated funds to hire undergraduate students as part of an Outreach Corps whereby the students will serve as interns working with present outreach programs. These interns will dramatically enhance the effectiveness of these programs whether the programs are sponsored by the university, the schools, or community agencies. These students will disseminate information on college, mentor college-eligible students, coordinate volunteer tutors, provide bilingual training for students' families, and assist with the college application process. Just 100 interns assigned to 100 schools for the entire year would make a dramatic difference in the number of Latino students who would apply to the University of California. In addition, UC must provide outreach to those areas not close to present UC campuses—Latinos are more dispersed around the state than other minority populations.

The Task Force recommends an expansion of outreach funding by at least $2 million to cover areas of the state not assisted by current UC outreach programs, especially from the Central Valley south to the Mexican border. These enhanced activities would benefit many students who are not now served, or only minimally so, by present outreach efforts.

2. Offer new resources to University of California programs and research units to establish or expand research on enhancing Latino participation, especially by focusing on improving K-12 teaching and curriculum directed at Latino students.

Many organized research programs, individual faculty research projects, and related activities that touch on the issues raised in this report are being conducted around the University of California. They are sponsored by extramural private and public grants, individual campus research funds, or UC Office of the President awards. Organized UC programs include the Language Minority Research Institute, UC MEXUS, California Policy Seminar, legislative funding for Latino research (SCR-43), UC Links, and the California Subject Matter projects.

The university should make use of this existing research infrastructure and its tremendous faculty expertise by creating a special competition funded at $1 million over the next three years to attract specific research projects. The funded research

should explore innovative strategies linking counselors, students, parents, and teachers to university staff and faculty, and newly designed curriculum utilizing seminars, laboratory experiences, performances and formal course enrollments, as well as interactive distance-learning and the internet. It should be made clear that the resulting studies and implementation strategies may well apply to other underrepresented and disadvantaged populations.

3. Proceed to develop programs for the 10th UC campus in Merced.

A. ***Promote links with community colleges, given the high proportion of Latino community college students in the Central Valley, and seek out linkages with other higher education segments and with K-12.***

The University of California has historically drawn few students from the Central Valley. Its schools perhaps have given less emphasis to preparing students for full UC eligibility.

Yet the area is large and growing rapidly with a nearly 4,000,000 population projected for 2000 in the 11 counties south of Amador, Sacramento, and Yolo. Within that underserved region, Latinos comprise 30 percent of the population now, and are projected to become the largest ethnic group by the year 2020, with a population of 2,842,000.[17] This booming growth requires construction of a new kind of educational "pipeline" to produce sufficient numbers of UC-eligible transfer students. Further, the manner in which a new campus impacts the educational structure of the region is a very important matter in an underserved area and requires close attention from the outset of planning.

B. ***Create academic and professional emphases which will promote Latino student participation.***

A strong focus on local and regional issues would be important to this growing population and it would be vital to create professional schools early on that would be attractive to Latinos in the region who have lacked access to such programs.

C. ***Develop off-site instructional opportunities in Fresno and other heavily populated areas within the Central Valley.***

The geographical spread of the Valley and its more dispersed and less wealthy population require close-to-home higher educational opportunities. If the

A strong focus on local and regional issues would be important to this growing population and it would be vital to create professional schools early on that would be attractive to Latinos in the region who have lacked access to such programs.

[17] All projections from Department of Finance, 1996.

An essential component of this effort must be a universitywide longitudinal student information system that includes pre-collegiate information on students who participate in outreach programs while still in K-12 and continues after they matriculate at UC.

university is to draw a well-prepared student body, it should plan to offer or facilitate preparatory instruction at satellite locations.

4. Maximize the legacy of the Latino Eligibility Task Force.

A. ***Sponsor a set of regionally based intersegmental institutes on improving Latino eligibility.***

Designed to build consensus, the institutes would aim at attracting a cross-section of intersegmental partners, K-12 practitioners, and policy makers at local and state levels to working sessions in which participants would determine the next steps to expand eligibility and participation in their region.

B. ***Monitor participation of Latino and other underrepresented groups in UC.***

The distribution to the university community and a statewide audience of the published findings from the Task Force on Black Student Eligibility, the University Task Force on Student Outreach, and this Task Force has been valuable. Therefore, annual, institutionalized reports that examine underrepresented college students' participation in the UC should be prepared by the Office of the President and each campus. An essential component of this effort must be a universitywide longitudinal student information system that includes pre-collegiate information on students who participate in outreach programs while still in K-12 and continues after they matriculate at UC. The Task Force specifically recommends a yearly statewide conference, led by the University of California, to share this data with other intersegmental and K-12 partners, and the larger community.

C. ***Fund longitudinal studies of Latino K-12 students.***

The carefully collected data bases and analyses of the forthcoming CPEC UC Eligibility Study, the high school Puente Project, and the Anchor study should be made available for extension into longitudinal research projects. As one example, students contacted in the Anchor research could be interviewed individually or in focus groups at several stages. Returning over the next five years with further questions to already identified students would result in policy recommendations based on rich analyses of predictive factors, quality of university participation, and decision-making about educational futures. Such a longitudinal study would require an annual allocation of $200,000 over the five-year period, $1,000,000 in all.

Conclusion

This last report of the UC Latino Eligibility Task Force lays the conceptual and factual foundations for accomplishing its stewardship charge: **To increase Latino student participation in the University of California.** This is an important mission for all Californians. It can be accomplished only with the realization that UC must seek the assistance and support of its intersegmental and K-12 school partners. The university cannot go it alone. Moreover, the task must be guided by the clearest assessment of the issues while setting aside misconceived popular wisdom, myths, and policies which thwart this mission.

It can be accomplished only with the realization that UC must seek the assistance and support of its intersegmental and K-12 school partners.

The ultimate goal is to provide many more students the opportunity to accomplish the intellectual achievements of students like Araceli Garcia, Carmen Lepe, and Jesus Castellon—our own UC graduates—who were highlighted in Report Number One. They took advantage of the wonderful opportunity of a University of California education and are now giving back some of the intellectual capital they have gained to those who will follow them.

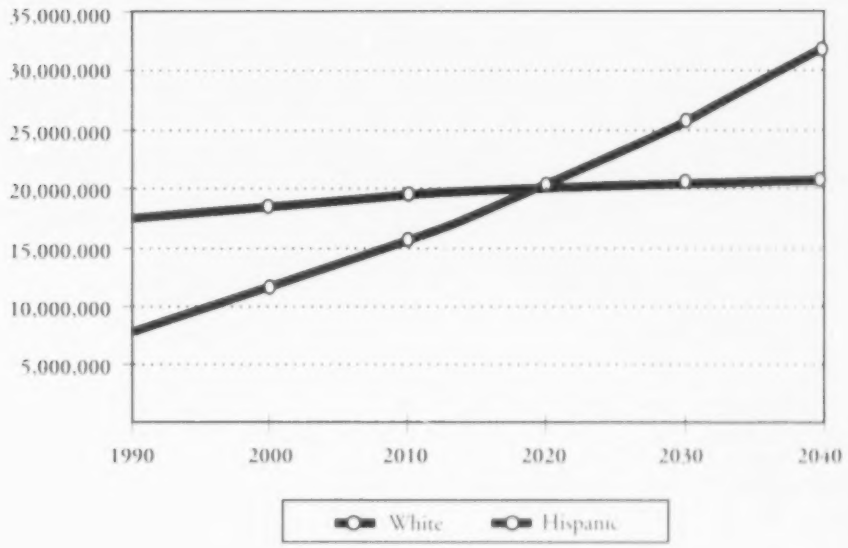
Araceli is teaching a first grade bilingual class at Pleasant View School in Porterville, California, after earning her Masters in Education and a bilingual certificate at UC Santa Cruz.

Carmen is now a Policy Associate with the national Council of La Raza in Washington, D.C. She is also enrolled in classes to complete her Masters in Public Policy at American University. Since graduating, she has won a fellowship from the Congressional Hispanic Caucus, and worked for the city of Washington, D.C. She attributes her determination to succeed to faculty and staff role models at UC Santa Cruz. In turn, she is now mentoring a UCSC intern who is enrolled at the UC Academic Center in the capital.

Jesus is currently working on his Ph.D. in curriculum and instruction at the University of Wisconsin, Madison. Meanwhile he is completing his bilingual credential requirements and is teaching unique, bilingual classes in advanced mathematics and calculus at South Division High School in Milwaukee, Wisconsin.

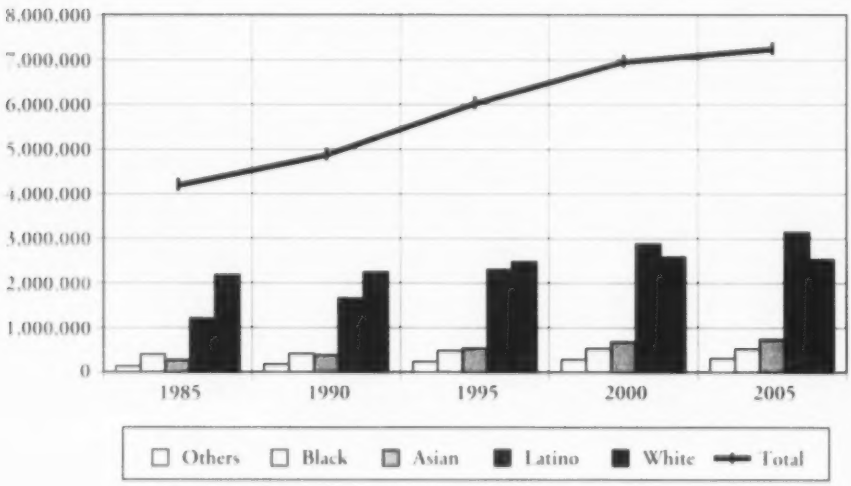
APPENDIX 1 Figures

Figure 1: California Population 1990 and Projections to 2040: Latinos and Whites

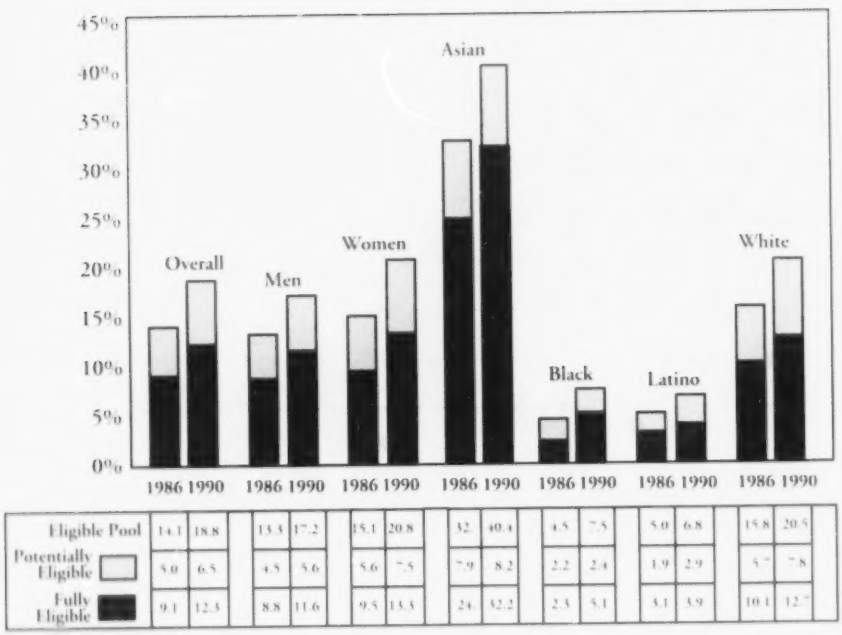


Source: California Department of Finance, Report 93 P-1

Figure 2: California K-12 Enrollment by Ethnicity: History & Projection



Source: California Department of Finance, Demographic Research Unit (9/90). 1985 Actual. 1990-2005 are projections.



Source: Charles Ratliff & C. Douglas Barker, *Creating a Future for Urban Youth: Problems and Strategies of Collaboration*. California Postsecondary Education Commission profile data on eligibility in California presented at the Urban Community School Collaborative Conference, October 15-17, 1992, Berkeley, CA.

Figure 3: California Public High School Graduates by Category of Eligibility for the University of California, by Race/Ethnicity & Gender

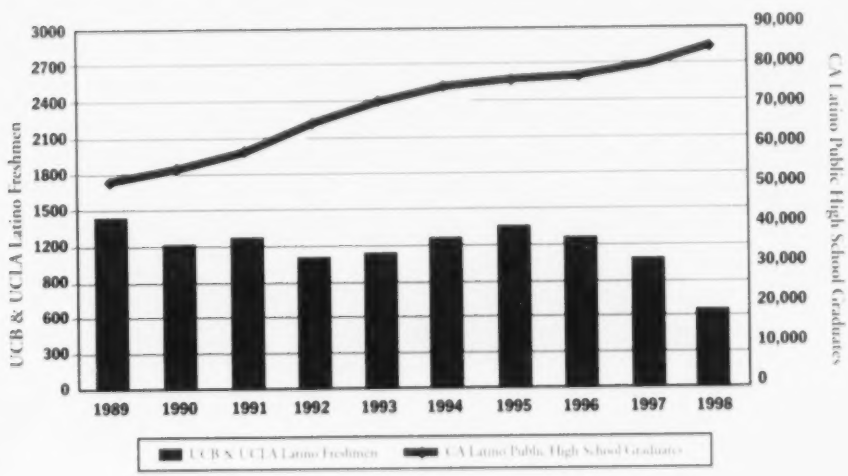


Figure 4: UCB and UCLA Latino Freshmen and CA Latino High School Graduates: 1989-98

Source: UCOP and campus enrollment data; California Department of Education and Department of Finance for HS Graduates, which are projected 1996-98. Fall 1997 Freshmen enrollment estimated from 6/97 SIRs, deflated by 4%. Fall 1998 projected at 50% of 1996 per campus reports.

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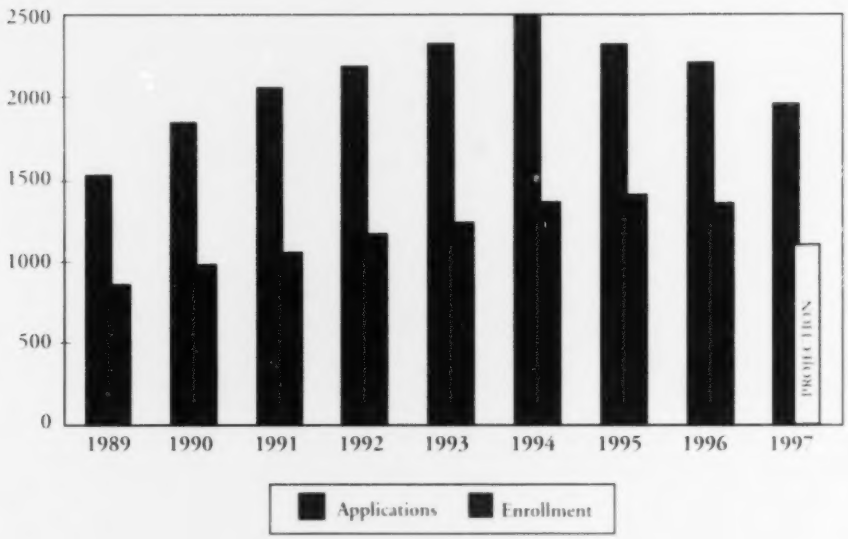
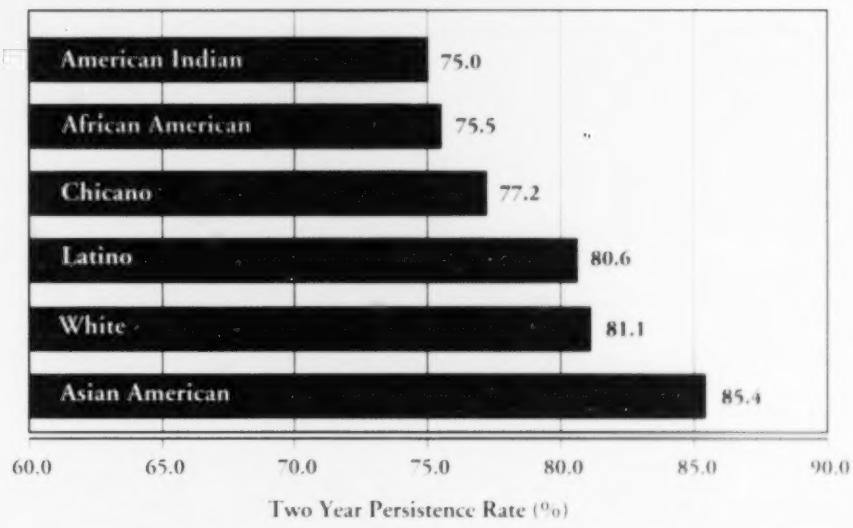
Figure 5: UC Latino Transfer Applications and Enrollments: 1989 to 1997



Source: UCOP Student Academic Services. 1992, 1996, 1997, 1997 Enrollment projected, based on average application to enrollment rate of 59.7% since 1995.

Figure 6: UC Wide Two Year Persistence Rates: New Domestic First-Time Regularly Admitted Fall 1988 Freshmen by Ethnic Group



Source: UCOP Student Academic Services *Undergraduate Persistence and Graduation at the University of California 1980-1991*

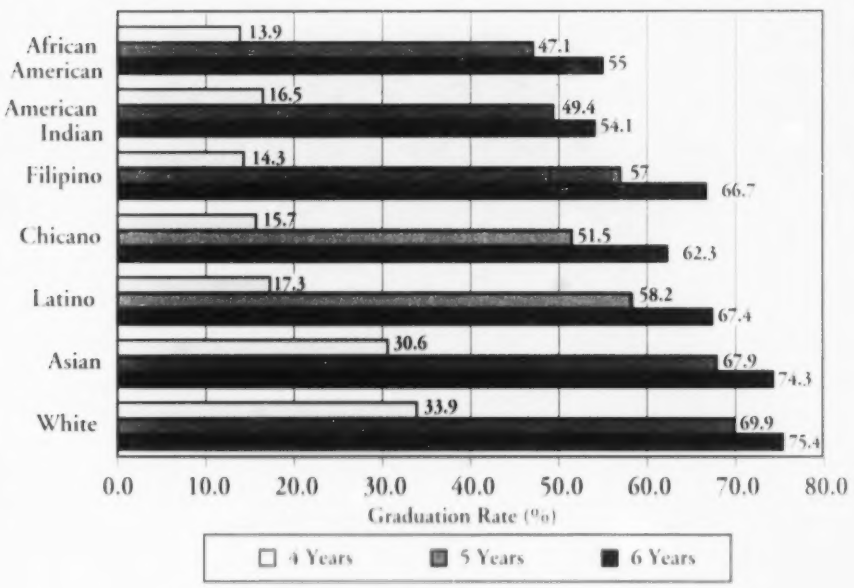


Figure 7: UC Graduation Rates after Four, Five, and Six Years

Source: UCOP, Student Academic Services *Undergraduate Persistence and Graduation at the University of California 1990-1991.*

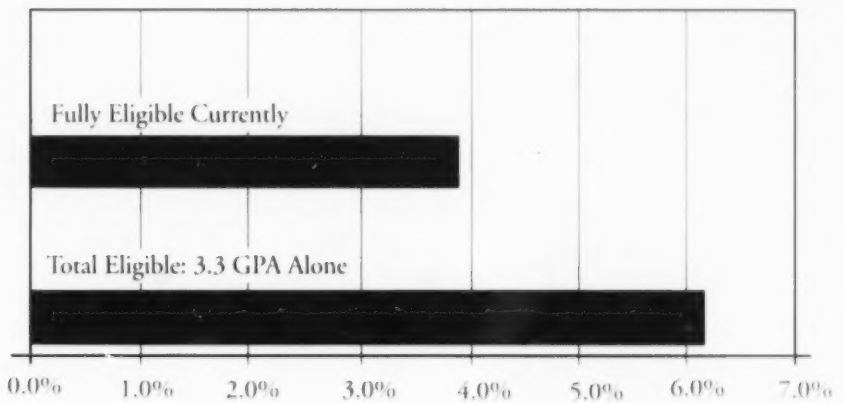


Figure 8: Simulation of Additional Latino High School Graduates Made UC Eligible without SAT Tests

Source: CA Postsecondary Education Commission. Simulation Prepared by UCOP, 1997. *Overall eligibility to UC would also increase beyond 12.5%.*

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APPENDIX 2 Publications

MONOGRAPHS

The Educational Achievement of Latinos: Barriers and Successes. A. Hurtado, & E. E. García (Eds.), 1994.

Strategic Interventions in Education: Expanding the Latina/Latino Pipeline. A. Hurtado, R. Figueroa, & E. E. García (Eds.), 1996.

Latino Academic Achievement. R. Paredes, & K. Gutiérrez,(Eds.), 1997, in press.

Students' Pathways to Higher Education: Results from the Latino Eligibility Task Force's Anchor Study. A. Hurtado, R. Figueroa, & E. E. García (Eds.), 1997, in preparation.

REPORTS *Published in English and Spanish and presented to the UC Regents*

Number One March 1993. Myths and realities about Latino students

Number Two November 1993. University outreach programs

Number Three July 1994. Educational achievement

Number Four March 1995. History of responses to Latino under-achievement

WORKING PAPERS

Number One *A Selected Annotated Bibliography on Latinos in Higher Education.* Aída Hurtado and Eugene E. García

Number Two *Storytelling Out of School: Undocumented College Residency, Race, and Reaction.* Michael A. Olivas

Number Three *The Enhancement of Thinking in Environmental Science.* Michael E. Martínez & R. Scott Simpson

Number Four *Post Baccalaureate Aspirations: Chicano/Latino Student Survey: Fall 1993 & Winter 1994.* Maria del Rocio Pacheco and Juan F. Lara

Number Five *Ethnic Self Identification: A Preliminary Study of Stability and Change in a College Student Sample.* Anthony C. R. Hernández and Daniel Solorzano

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